MIDDLEBURY COLLEGE

Your Family and Middlebury

Spring 1965

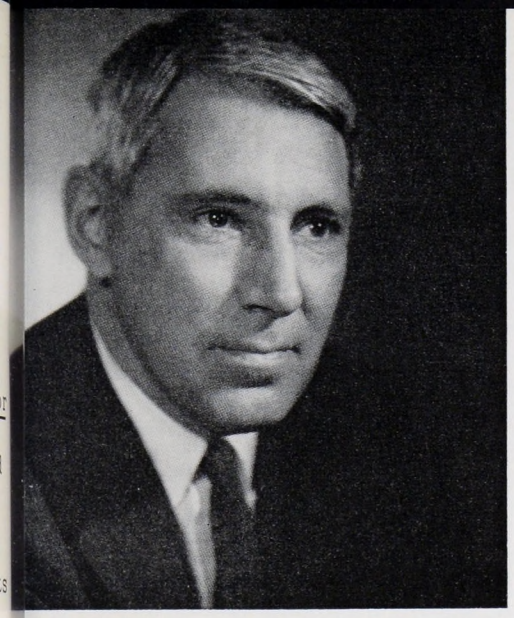
The Middlebury College faculty voted unanimously in favor of the student proposal for an academic honor code at an April 12 meeting. The code, which has received student approval (see page 2), now must receive the final approval of the Board of Trustees.

A grant has been received by Middlebury from the Charles A. Dana Foundation for the establishment of forty-five scholarships over the next three years for students attaining exceptional academic standing. The recipients to be known as Dana Scholars will be selected on the basis of academic excellence and demonstrated leadership in college and community activities. Scholarships will average $650 a year. The initial awards will be made to fifteen sophomores for the academic year 1965-66. In each of the subsequent two years, fifteen additional sophomores will be named. The conferring of a Dana Scholarship is considered to be one of the highest honors the College can bestow, and it is expected that the recipients will develop at Middlebury a sense of leadership and unity which will result in a "corps elite" to serve as an example and inspiration to other students. President Armstrong termed the gift a "major contribution to the College's scholarship resources." Last year the Dana Foundation awarded Middlebury a $300,000 challenge grant for the Charles A. Dana Auditorium, which is to be a part of the new Language Center now under construction.

The College has adopted a new program designed "to provide leaves of absence to enhance the scholarly and teaching capacity of the individual faculty member and to promote the general interest of Middlebury College." Under the program, six full-time teaching members of the Faculty have been granted leaves for 1965-66. They are: Professor John T. Andrews, Chairman of the Department of Philosophy; Professor John J. Kelly, Chairman of the Department of Physical Education for Men; Dr. David L. Littlefield, English Department; Professor Robert F. Reiff, Fine Arts Department; Dr. Howard E. Woodin, Biology Department; and Dr. Ursula Heibges, Classics Department.

More than 1,500 applications were received by Middlebury College from secondary school teachers residing in all parts of the country for fifty grants awarded on April 15 for graduate work in drama at an Institute in Dramatic Arts and Literature to be established at the College's Bread Loaf School of English this summer under the provisions of the National Defense Act. Courses will be offered in Greek theatre, Shakespeare, modern drama and stagecraft. The Government will pay the cost of tuition for the teachers and provide a stipend for room and board. Dr. Paul M. Cubeta, Professor of English, is Director of the Bread Loaf School of English.

Coach Bobo Sheehan's freshman baseball coaching duties are being taken care of this spring by Wendy Forbes, varsity baseball coach, and Jerry Alaimo, freshman lacrosse coach. Bobo, who also coaches the championship varsity ski team, cracked a hip bone in a skiing accident in early April and is expected to be in traction at Porter Hospital until early June.



Change & Permanence

By Dr. James I. Armstrong

This text is the substance of Dr. Armstrong's remarks delivered at several alumni dinners during the winter. A number of parents attended these dinners.

A year and a half ago I was about the business of teaching—now I am greatly honored and privileged to speak for Middlebury College as her President with a deep and everlasting commitment to the "life-line" of teaching. I find myself completely caught up in the spirit of our college—the college of liberal education; a collegium—i.e. a gathering together of men and women with a common purpose, teacher and student, faculty and administration, trustees and alumni-alumnae; a college with a high national and international standing and responsibility; a coeducational college—the leading edge of American education.

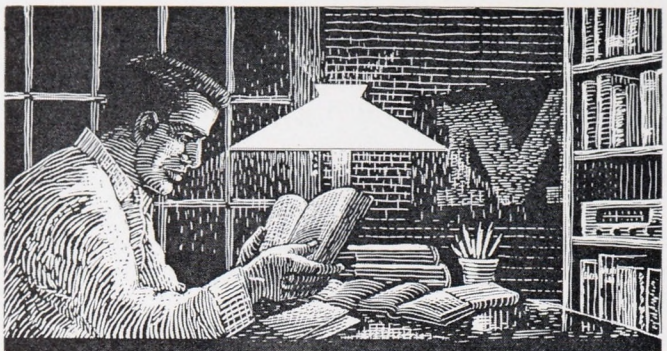
I have spoken so often about the College that I begin to find it hard to remember what I have said to whom—and my trouble here is not the fear of repetition but of omission—for there is so much I want to tell you about Middlebury—the plans we have; the needs we must meet; the accomplishments to date. I'll make my choices, and then you can ask me any questions you wish.

I want then to share with you rationally but passionately the imperatives of Middlebury as we see them. And in thinking about this, it seemed to me that my classical background might run interference for me.

I refer to a kind of fundamental paradox in the way two great Pre-Socratic philosophers viewed the world—one of them—by name Heraclitus—concluded from his observations that reality is change—that everything is always changing, that all is flux. He maintained colorfully that a man could never set foot twice in the same river, for the river was never twice the same. The other philosopher—Parmenides by name—drew a different conclusion: he saw change as ephemeral and real reality in permanence—in what he saw to be the continuing and underlying principles which he called the "One" or the "Unifying Force."

Both philosophers have something to say to us in education in America and at Middlebury. We know that exceedingly rapid change is indeed upon us—that we must adapt ourselves to a world freighted with new knowledge, with new power, an accelerated pace of convergence of man upon man such as we have never known before. To these changes Middlebury has been and must continue to adapt if she is to meet her responsibilities; yet the point of adaptation is precisely Parmenidean—it is to preserve what is, we believe, everlastingly important, unchanging—i.e. liberal learning—a point of view toward learning which is *open*, which aims to free the mind from provincialisms of time and place and attitude, the nurturing of true independence such that a man or woman carries *within* him or her the power of independent thought and responsibility.

What then must we do? What are our needs? These will be first determined by our purpose—and I shall keep saying again and again—our first purpose is the *college purpose*—to teach. We must have teachers who care about their subjects and their students. The whole edifice of our College *depends* upon the quality of our faculty—men and women who are continuously learning so that they may teach with a touch of fire to kindle learning among others. The touchstone of our vitality is our faculty—hence we know what we must do—we must have the power and the energy at Middlebury to support first-rate teaching in every way we can—salaries, research, library, leaves for study and research, good students with a strong scholarship program. (*Please turn to page 11*)



The Middlebury Student

Honor Code At Middlebury

By Howard B. Tolley, Jr., '65

After ten years of discussion and three referendums, Middlebury students have approved an academic honor system for the College. A total of 1,001 students, over three-fourths of Middlebury's 1,313 enrollment, favored the proposed constitution submitted to a vote March 1 and 2.

President James Armstrong hailed the overwhelming affirmative vote as an indication that the student body has recognized and voluntarily accepted the correct attitude toward learning. "Intellectual integrity lies at the very center of a liberal arts education," he said. "Hence, the honor system is consonant with and supportive of the main aims of a liberal arts college."

What will an honor system mean to Middlebury? Should the faculty and trustees approve the student prepared constitution this spring a number of changes will be obvious.

First, the expensive and inconvenient procedure of conducting exams in Memorial Field House at the end of each semester can be discontinued in favor of the more relaxed setting of campus classrooms. Proctors will no longer prowl long aisles of students maintaining a constant vigil against cheaters. Most gratifying, students will be free to leave the room unattended, whether to visit the lavatory or to take a smoke break.

Significant as these changes might be, they would be secondary to the improved atmosphere for students and faculty alike. In place of the old examination rules which institutionalized suspicion and mistrust, an honor system would help create an atmosphere of respect and confidence.

The honor system is postulated on the assumption that students admitted to Middlebury College are mature enough to assume responsibility for their own moral conduct without excessive external checks. Middlebury, like all colleges, is a unique community of select individuals committed to personal growth and development. Within that society it is possible to establish relationships and institutions unworkable elsewhere.

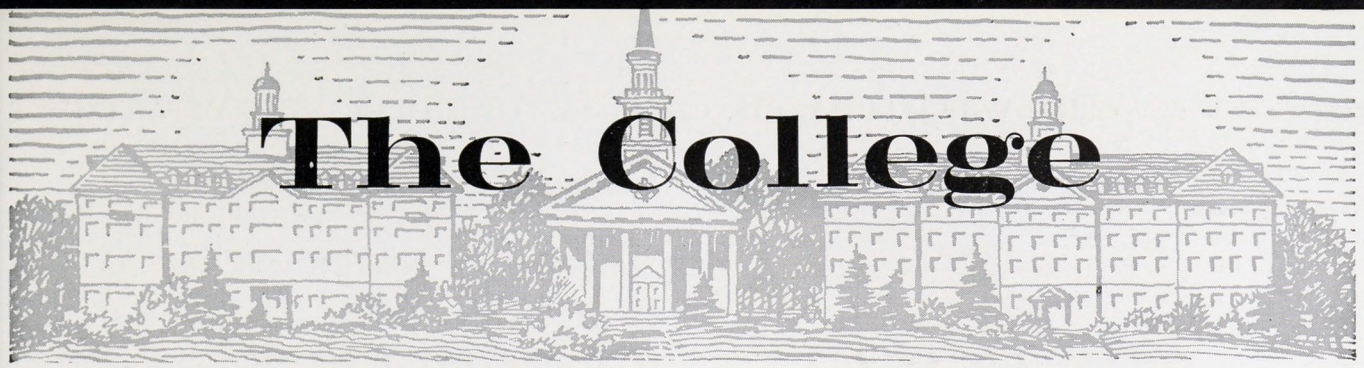
All colleges seek to foster intellectual development by emphasizing academic achievement. The recognition given integrity under an honor system serves to cultivate moral growth as well. A recent study conducted by Columbia University concluded that students cheat more at schools with faculty monitored examinations. According to the study the least amount of cheating occurs at institutions with student enforced honor codes.

The recent dismissal of 105 cadets from the U. S. Air Force Academy, for honor code infractions, has lead many to question whether cheating really is reduced in institutions where an honor code is in operation. Why should a dishonest person refrain from cheating when freed from constant supervision by external authority? This writer can only guess at the answer, but several possible explanations come to mind.

First, under an honor system, every student expresses a personal commitment to honesty as a way of life before he ever enters the college community. Once he has declared that intent to value integrity, a potential cheater would be less likely to depart from the accepted standard. In addition it would be much more difficult for such an individual to cheat and then reaffirm his original commitment to the system at the end of the exercise.

Second, just as an irrespon- (*Please turn to page 12*)

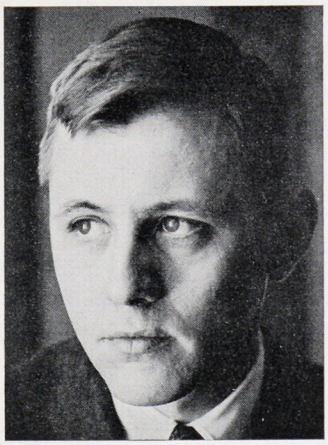
Howard Tolley—a dean's list student and a history major—was chairman of the Honor Code Committee which composed and conducted the campaign for the honor system constitution. This year he has served as Editor-in-Chief of *The Campus* and a member of the Student Educational Policy Committee. Last year he was president of the debate team. After graduate school he plans to teach and then go into educational administration.



The College

New Dean of Men Appointed

Dr. George Dennis O'Brien will become Dean of Men on July 1, President James I. Armstrong announced recently. He is presently a philosophy professor and Assistant Dean of the College at Princeton University.



Dr. O'Brien

Dr. O'Brien, a member of the Princeton faculty since 1957, graduated with Phi Beta Kappa honors from Yale University in 1952. He received his doctorate in philosophy from the University of Chicago where he also did Carnegie research in university teaching. For the past four years he has conducted special honors seminars at La Salle College in Philadelphia. Previously he had taught at Rutgers University.

In announcing his appointment, Dr. Armstrong said: "Dr. O'Brien brings to the very important position of Dean of Men extensive experience as a teacher and administrator. He will be able, I am confident, to make a major contribution to the life of the College. We look forward with pleasure to his joining the faculty and staff of the College."

Dr. O'Brien is a contributor to numerous religious and philosophical journals including "Commonweal," "Journal of Religion," "Harvard Theological Review," "Thought" and the "International Philosophical Quarterly." He also is the author of two chapters in the forthcoming publication of "Intellectual History of Man." Currently he is doing research in philosophical theology and philosophy of history. A native of Chicago, he is married to the former Miss Judith A. Johnson. They have two children, Elizabeth Belle and Juliana Helen O'Brien.

Six Fellowships Awarded

Six Middlebury men and women have won Woodrow Wilson Fellowships for first-year graduate study next fall, placing the College in the top quarter among forty New England and Canadian colleges and universities. The Fellowships are designed to develop college teachers, although the terms do not bind a recipient to choose higher education as a career.

President James I. Armstrong—a 1946 Woodrow Wilson Fellow—also announced that three members of the Class of 1965 received honorable mention in the competition, virtually assuring them of fellowship support from other sources.

Among the Fellowship recipients (and fields of graduate study) are: Isabel Gomez Edwards, '63, English; Randolph D. Brock, III, '65, history; Eloise H. Carlton, '65, geology; Richard D. Chambers, Jr., '65, English; Elizabeth Fink, '65, history; and Peter M. Teige, '65, economics. Honorable mention recipients include Carol E. Burr, '65, Lydia Merritt, '65, and Edward J. Weissman, '65.

The Middlebury winners competed with students from Harvard and McGill Universities, M.I.T. and other larger institutions. On an international scale they are among 1,395 faculty-nominated scholars chosen from 11,000 competitors in 361 institutions. Each will receive tuition and fixed fees at a graduate school of his choice, plus $1,800 for living expenses.

1965 Commencement Program

	Friday, June 11
8:30 p.m.	Alumni Seminar—*The Aggressive Student*, Bread Loaf, Dr. Robert Pack, moderator of a faculty panel
	Saturday, June 12
8:30 a.m.–12:30 p.m.	Registration, Alumni Lounge
9:00 a.m.–11:30 a.m.	Alumni Coffee Hour, Alumni Lounge
10:00 a.m.	Tour of Campus, Meet at Alumni Lounge
10:30 a.m.	Alumnae Association Meeting, Pearsons Living Room
10:30 a.m.	Alumni Association Meeting, Proctor Hall
12:15 p.m.	Commencement Luncheon, Memorial Field House
3:00 p.m.	Tour of Campus, Meet at Memorial Field House
3:30–5:00 p.m.	Informal Reception, President's House, 3 South Street
6:30 p.m.	Class Reunion Dinners
8:30 p.m.	Commencement Play—*Oh Dad, Poor Dad*, Wright Memorial Theatre
	Sunday, June 13
10:45 a.m.	Baccalaureate Service, Mead Chapel
12:30 p.m.	Phi Beta Kappa, Proctor Hall
8:30 p.m.	Commencement Play—*Oh Dad, Poor Dad*, Wright Memorial Theatre
	Monday, June 14
10:15 a.m.	Commencement Procession, Memorial Field House
10:30 a.m.	Commencement Exercises, Memorial Field House
All weekend	Art Exhibit, Carr Hall

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George H. Huban, Editor
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DR. WILLIAM HARRIS, CHAIRMAN OF THE CLASSICS DEPARTMENT

Answers some questions regarding the intent, methods, activities, and results of work in the Classics.

THE CLASSICS AT MIDDLEBURY

Q. Tell us, quite frankly, are the Classics dead? We had heard that the second phrase of the old proverb "First they killed the ancients, and now they're killing me" had been turned into the past passive.

A. Oh no, we are quite alive and Classics Departments are flourishing in a modest way all over the country. Student enrollments descended rapidly some twenty-five years ago when Latin requirements went out, and a low point was reached right after World War II. But the removal of requirements and automatic reasons for studying Classics was a good thing, and the rebuilding in American colleges since 1950 has been based on a new and positive approach; in the last five or six years a new kind of Classics student has appeared, and we prefer him by far to his older weakly motivated brother.

Q. What is the "state of the Classics" at this point, somewhat past the middle mark of the century?

A. The great classical authors have always become involved in some sort of educational enterprise, first in the scribal tradition of the Hellenistic world, then as a formal part of the required Roman education, in the awakening Renaissance world, and in the nineteenth century's new attitudes toward knowledge and material for investigation. The society needed and used the artists, but it did not use what it did not specifically need, and a great part of the original artistic endeavor was ignored and perverted. Now that we no longer require the Classics, we are free to approach them for their own value, and we find unsuspected depths of thought and unsuspected subtleties of form. This marks the beginning of a new spirit in the field, and we can only marvel how little of importance many learned men seemed to understand fifty years ago. Nor can we at this point stress any of the old arguments for discipline of the mind. Greek and Latin are hard languages, to be sure, and one needs good wits to work with them. But surely a great part of the insistence on Classics as "genuinely hard subjects which train the mind and fit the man or woman for life" was derivative from the Protestant work ethic; a man with a ready supply of accurately tabulated irregular verbs would probably make a fine clerk, but he would not make an artist, and he would probably have little understanding of the art of words. After all the mind is not a great muscle which strengthens by flexing.

Q. How do the Classics fit into our world from the cultural point of view: Are they not our roots: Does not much of the vitality of our present society stem from the germinative force of the Greeks?

A. I note the biological cast of your terms, and must remark that society and the progress, or as the Greeks said *regress*, of mankind is not a botanical notion. We often use vague or transferred language to describe that which we do not fully understand; the poet and scientist symbolize in order to try to understand. But we must remember several hard facts: we are alive and walking on the face of the earth, and the Greeks have all passed away. I knew a man once who said he knew Cicero better than anyone alive. Wrong, or a terrible unperceptive mentality! And then the Greek, for all the pious identifications of the more sympathetic souls, was distinctly unlike us. As we discount the medieval estimation of Virgil as a proto-saint, let us discount Socrates as a pre-Christian; let us recall that the social divisiveness of the 5th century B.C. is perhaps in spirit and practice intolerable to us in some ways. Attitudes towards gods, society, women and slaves, sex and the pleasures of a good life are virtually antithetical to our ideas. "Roots" are deeper in the fabric of the mind, and are not to be found in the literary and archaeological leftovers of a remote past.

Q. Are you then saying that the ancient world is without meaning to us?

A. Certainly not. We find in the Greeks (the Romans are more like us, with our organizing virtues and so many of our faults present) a world now refreshingly, now shockingly different, and bit by bit we come to realize as we study their literature that behind the familiar often lurks the utterly strange. A world five thousand miles and two and a half thousand years away must be different. So are the Munduguma with

twice the distance and no time lag. This could be called an anthropological truth, and the corollary would be: *Understand all* the evidence, of which you yourself are a part. But in addition to a socio-anthropological view of the ancient world, and we must recall that materials are limited, far more limited than a modern student of anthropology would need for serious investigation, we have art. Of the fourteen centuries of the Greek and Greco-Roman world, two or a little more have left us wonderful artifacts. Painting has suffered badly and only vases remain, sculpture is fragmentary and often in copy, architectural remains are usually ruinous. Literature has fared well and we have some few dozens of books of remarkably high achievement. Not only do they stand in relationship to their society, as Classical scholarship has painstakingly pointed out and as we might have suspected beforehand, but they are intrinsically good in themselves, even perceived by our un-Greek twentieth century eyes. Their ideas are wonderful; their form is at times even more brilliant.

Q. But, more specifically, what are you at Middlebury doing in Classics?

A. First, of course, we teach the Greek and Latin languages. I say first because language proficiency must come first, and is a *sine qua non*. But we feel literature and literary attitudes must be taught from the beginning with the language. We avoid where possible the crust of older scholarship's special nomenclatures. *Asyndeton*, a term invented by the Hellenistic schoolmasters, is now just omission of an *et*, and *litotes* a double negative. We wish to free the student's attention for things of value and importance, and much of the para-language, or language about language, never had value to begin with. Students must learn to read with facility and accuracy, and they must learn to cover large amounts of text. If a student in Junior level French reads 40 to 80 pages in an assignment, Classics students must not be content with studying out a page and a half. If a student cannot read a book of the *Aeneid* in a week and reread it in an afternoon, he will not see the overall pattern and can hardly appreciate the art.

Q. Your classes are presumably small?

A. Yes, our work in the central part of the program usually entails about a dozen or so students to five or less in a given class. But we teach Ancient History and Classics in Translation to larger groups; this not only gives us contact with a larger group of students, but many come from these courses into work in the languages. We like the small classes with an essentially seminar or conference spirit, and feel this intimate contact with our students is very important. An expensive education, as is often remarked.

Q. What kinds of students do you have, what are their programs and purposes?

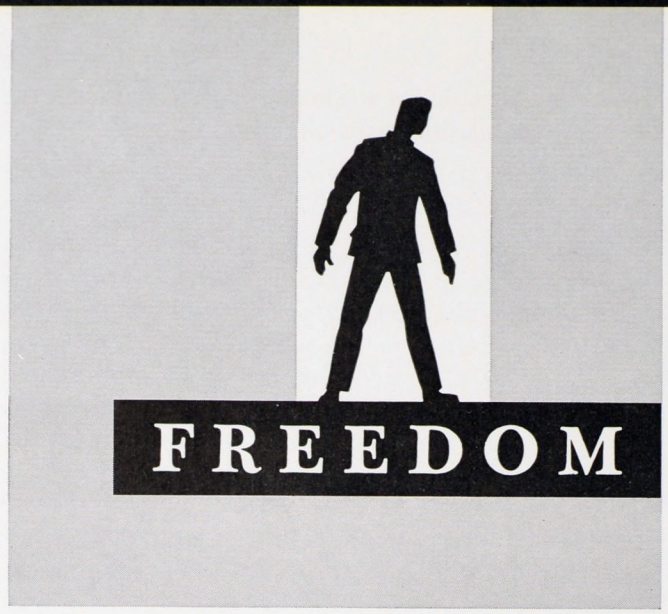
A. We offer a regular program in Greek, Latin and Classics (Greek and Latin) for the general liberal arts student who wishes to study the Classics for their own value; this seems to us the most important program we offer. But a student interested in high school teaching can take Latin and Teacher Training and qualify in many states for a teaching position. Or the student can do Latin here and go on to a Master of Arts in Teaching degree, as several of our people have done; this higher qualification is usually recommended if the student can support the additional expense. Some of our students are preparing for study in Comparative Literature in graduate schools, and study one or more Modern Languages as well as Latin or Greek. We recommend this heartily and think of Comparative Literature on the graduate level as a very exciting kind of work. Finally, we have students intending to pursue a Doctor's degree in Classics. For them the way is steep and in many ways narrow: Four years of Latin, three of Greek, some French if the student has high school French behind him, two or three years of German. We regret the lack of elective breadth but if the man is going to be a professional classicist, he must have these studies before entering an advanced program, or make things up later. Pre-professional Classics becomes as tight as pre-professional Chemistry. Again, for certain students, this makes educational sense, if poison for others.

Q. In what new directions are you involved in the Classics Department?

A. As a point of primary importance, we are working in the structural analysis of the creative or poetic part of ancient literature. Literary criticism has, especially in our field, traditionally been oriented to meaning and its indirect aspects. We feel that form, which is to the artist almost the whole of the endeavor, has been neglected or treated as purely decorative, and we are trying to study analytically and at the same time esthetically the manifold subtleties of structure. Phonetics and interior phonetic patterning, phrase structure, rhythm restored from paper scansion to beat and pulse, dynamics of intensity, focus and motion—these we see as the finite core of the mechanics of a poem, which is an "artifact" which plays intricately with these elements and signifies "meaning" simultaneously, interrelatedly, and yet apart.

Q. Then you seem to favor art for art's sake?

A. If I may answer a question by another, what other sake does art legitimately *(Please turn to page 13)*



ON THE CAMPUS

By James C. McLeod, '26

No generation of college students has been more critically examined than the present group now in attendance at our nearly 2,000 colleges and universities. The computers have been fed statistics and questions and the electronic wizards have returned the answers. Sociologists, psychologists, admissions officers, educational foundations, physicians and philosophers, journalists and clergymen, have all spoken through magazines, books, newspapers, television and radio. Right or wrong, they have reached an audience of millions. One can hardly name a national magazine which has not classified, categorized, scrutinized, indicted or praised today's college students.

One news-magazine summarized a study made by four sociologists at an eastern university with this one paragraph vignette: "He is idealistic but cheats on exams. He believes in romantic love yet attaches scant importance to chastity. He is religious but in a hazy, uncommitted way. In his business career he hopes to get ahead through hard work, but not at the expense of family life. He is, overall, a vaguely detached individual, hanging without much passion to the middle of the political road. Who is he? He is a typical college student."

We tried this profile on several students and they resented the conclusions. Their parents liked it even less!

Everywhere I travel, the question most frequently asked is, "What's happening to our young college people?" The ensuing conversation is punctuated with "Have you read this or that?" Thus, I return to the campus with more suggestions and books and articles I must read.

It is interesting to note that the freedoms which they are asserting, more strongly than ever before, are the same freedoms which are our heritage. That they emerge in a new context and take on new significance should come as no surprise. We have short memories if we fail to remember that some of their fathers paid with their lives to preserve them. If we but recall that this is a period of relocation, allocation, moving to suburbia, seeking a corner to which we can escape, plus a population explosion—we become more understanding and sympathic. We are all seeking freedom but, if we find it, we will do so within the crowd in a crowded world.

We seek freedom within ever increasing social pressures. No matter how much our spirits rebel we must reconcile ourselves to the fact that we live in a shrinking world in a shrinking universe. The physical exits keep closing!

How do these freedoms evolve in the academic world? Students are citizens and they do not lose their citizenship because they enroll in our colleges and universities. However, some modification is certain to take place when they enter a university or a college. Our educational institutions are not

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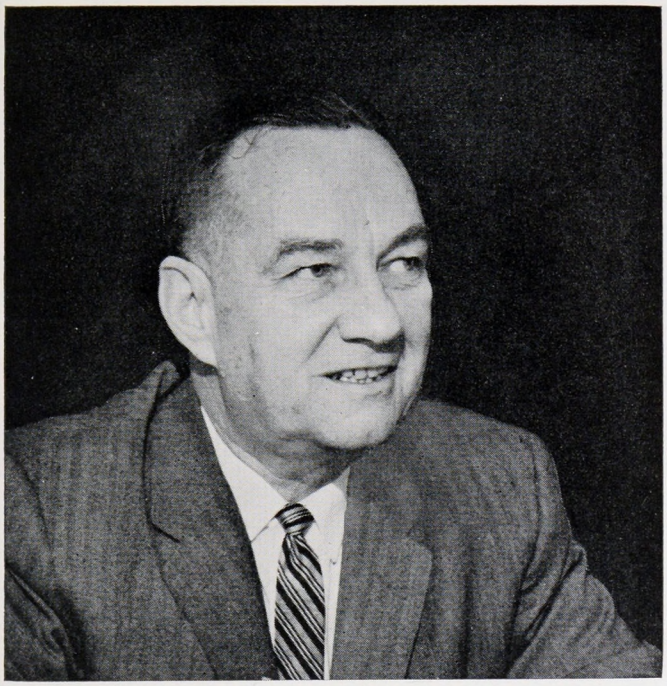
A Middlebury graduate of 1926, the author is Dean of Students at Northwestern University. Dr. and Mrs. McLeod have two Middlebury graduate daughters, Mrs. Mary Louise Aagaard, '52, and Mrs. Adrienne Heatley, '58. Their son James, Jr., attended Monmouth College, Ill. Dean McLeod has been a frequent preacher at Mead Chapel. He gave the Baccalaureate at the Sesquicentennial Anniversary of the College, and preached on the Sunday following President James I. Armstrong's inauguration, 1963. Dr. McLeod was graduated from Yale Divinity School in 1929 and holds honorary doctorates from Alfred University and Middlebury College. During World War II he served for nearly four years as Navy chaplain with the marines in this country and the South Pacific. He has been associated with Northwestern since 1946, and has served as Dean of Students for the past fifteen years. Dean McLeod was president of NASPA (Deans of Students and Deans of Men), 1963–64, and during the first semester of that year was a research fellow at Yale.



James C. McLeod

forms of political democracy.

The four freedoms, we know, are the basis of our nation's freedom. They are going to evolve, in very disorderly fashion and rebellious eruptions, in the years ahead.

Freedom of expression is at the heart of the California revolt. Students have the right to express themselves on minor and major issues. They do and we should listen! They have the right to vote at 21 and feel they should have it earlier since they can be drafted and find themselves in a country like Viet Nam protecting these same freedoms.

They have the right of assembly and this is a vast improvement over the various types of mass demonstrations of recent years. They want the right to picket without interference and, in worthy causes such as the racial controversies, they have conducted themselves well and effectively. Picketing raises questions, however. Will they picket as individuals or as the representatives of their colleges and universities?

Yes, students are free but when they violate the law what action should be taken? Is it right to break a bad law? We can trace that back historically to our founding fathers. It is not yet resolved! When students are arrested and jailed, should they return to college without penalty? If they had to serve time, should we reinstate them? May they do anything they want to do—off campus? If this is still the college's business, what happened to the student's freedom?

The phrase "In Loco Parentis" is a constant in most articles on the subject of student freedom and it will continue to be omnipresent in spite of the fact that it is usually misused and has become a corruption of the original meaning. Parents still expect the college administration to exert authority over their sons and daughters but, ironically, are furious when we suspend or exclude them, even though the action resulted from recommendation by their peers and a review by a faculty-student committee. It is not unusual to have prominent businessmen request permission to send their lawyers to the campus to appear on behalf of sons and daughters.

A former Dean of Men at Middlebury offers some nostalgic notes in his wonderful unfolding story of our Alma Mater, *Father Went To College*. An undergraduate feud springs up, and the law cracks down: "If any student shall be guilty of fighting, striking, quarreling, challenging, turbulent words or behavior, wearing women's apparel, fraud, lying, defamation, or any such like crimes, he shall be punished by fine, admonition, or other college punishment suited to the nature and demerit of the crime. If any student shall be guilty of blasphemy, robbery, fornication, theft, forgery, duelling, or any other crime for which an infamous punishment may be inflicted by the laws of the state, he shall be expelled. If any scholar shall be guilty of a profane oath or of profaning the name, word, or ordinance of God, he shall be admonished, punished by fine or otherwise, as the nature and circumstance of the offense may require. If any scholar shall assault, wound, or strike the President or a tutor, or shall maliciously and designedly break their window and doors, he shall be expelled." (W. Storrs Lee '28)*

Are there no moral assumptions for this age of chaotic moral revolution? Let me quote the provocative, stimulating and beautifully written volume by John Gardner. "*Individual Freedom*" he reminds us, "cannot stand against the powerful pressures that are brought against it unless it is supported by deep rooted habits of thinking and acting. If young people have been suckled on the legends of free men, if they have seen their fathers and grandfathers act in defense of freedom, if tradition instructs them how free men conduct themselves, the chances of freedom are relatively good. Men and women so instructed will 'augur misgovernment at a distance, and snuff the approach of tyranny in every tainted breeze.' "

We should not be surprised that these bright young men and women, who have met high standards in a competitive society, should appear to be rebellious. They are living in an age of extreme pressures—moral, academic, political and social. These young people who, often without com- (*Continued on page 13*)

*Father Went To College

Jane Laux Brett, '46, (left) national vice chairman, and Nancy Walker Faulkner, '55, executive vice president of the Greater Boston Division, point out that contributions will be needed from all alumni if the Challenge Fund is to meet its goal.

Challenge Fund Approaches Two Million Dollar Mark

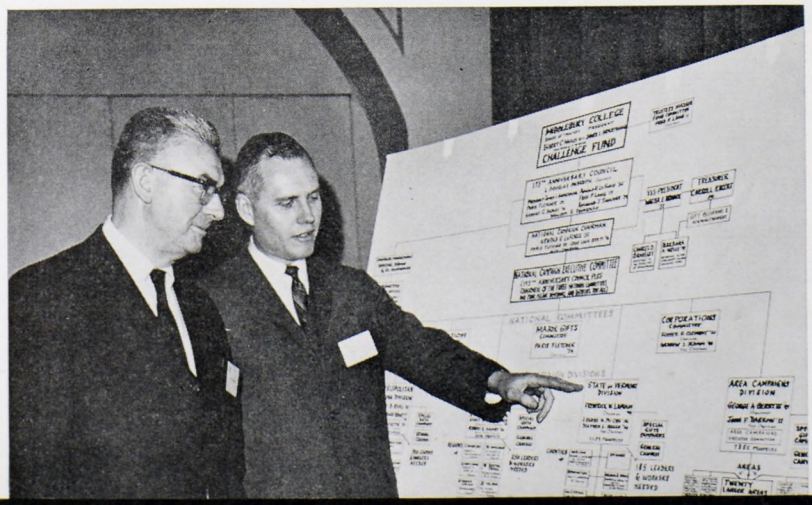
Campaign volunteers attend three day Leadership Conference at the College

Arnold R. LaForce, '35, national campaign chairman.

THE MIDDLEBURY COLLEGE CHALLENGE FUND has received seventeen major gifts totaling $1,189,66 since its public announcement a little over two months ago in New York. (*Pictures on these pages were taken at the New York dinner attended by more than 150 trustees, faculty and alumni.*) The announcement of the remarkable progress of the Challenge Fund was made on April 12 by Arnold R. LaForce, '35, national campaign chairman, at a Leadership Conference held at the College for nearly 100 campaign volunteers. Of the amount announced by Mr. LaForce, $727,000 was given toward the construction of new academic buildings and $462,666 for additional endowment.

The newly reported funds are in addition to previously announced gifts and pledges from the College's trustees and officers of $725,000 to make a grand total of $1,914,666. The Challenge Fund campaign is divided into Major Gifts phase, now underway; a Special Gifts phase, beginning in the fall of 1965; and a General Canvass, which will occupy the winter of 1965–66.

Goal of the Challenge Fund is $6.6 million of which $3.4 million must be obtained from private donors to earn a $1.7 million Ford Foundation grant.



Chester H. Clemens, '33, (left) chairman of the Greater Boston Division, and Robert B. Rivel, '42, chairman of the Metropolitan New York Division.

Opposite page: Andrew J. Namm, '50, (left) vice president of the corporation committee, Mrs. Elizabeth B. Kelly, Dean of Women; and Robert E. Cleary, '50, chairman of the special gifts committee of the Greater Boston Division.

President Emeritus Samuel S. Stratton an honorary member of the class of 1963.

President Armstrong and Egbert C. Hadley, '10, chairman of the Board of Trustees, exchange best wishes for the success of the Challenge Fund.

Largest of the newly announced gifts made known at the April Leadership Conference, was $397,500 from an anonymous donor for the building of a Music and Fine Arts Center. This represents one-third of the estimate cost of this new facility.

Two foundation gifts, totaling $315,000, were received toward completion of the Edwin S. S. Sunderland Language Center begun last fall. A parent and a corporation have contributed $14,500 toward a proposed Science Center. And gifts of $244,766 from six alumni accounted for over half of the $462,666 in new endowment funds contributed to date.

During the three day Leadership Conference members of the faculty and staff of the College spoke on the following subjects: *Student Life at Middlebury*, Dean Elizabeth Kelly; *Admissions*, Director of Admissions Fred Neuberger; *Fine Arts at Middlebury*, Professor Arthur K. D. Healy; *The College Today*, Dean Thomas H. Reynolds; *Humanities at Middlebury*, Professor Paul M. Cubeta; *New Vistas for the Library*, Librarian John R. McKenna; *Science and the Liberal Arts*, Professor Grant H. Harnest; *Religion and the Chapel*, College Chaplain Charles P. Scott. The Conference ended with an address by President James I. Armstrong entitled *Looking Ahead.*

Members of the "Dissipated Eight" entertain.

Sports

By Max Petersen

MIDDLEBURY winter sports teams captured two Eastern athletic titles during the 1964–65 season in one of the best showings in several years for the college squads.

Panther skiers, led by Coach Bobo Sheehan, swept the Eastern Intercollegiate Ski Association title by an eight-point victory margin over Dartmouth. It was the Panther's first Eastern title in three years, and their third win of the season over the Indians.

Success was not limited to the slopes, but carried over to the ice rink. The varsity hockey team under its new coach, Wendell Forbes, '51, proved to be the most improved sextet in the East this year climbing from last year's 4–19 mark to a 14–8 record, the ECAC Division II title, and eighth among all colleges in the East.

Even basketball fortunes, which have been at a low ebb for several seasons, were improved this year. The Panthers, in their first year under Coach Jim Alaimo, posted a 5–15 mark.

SKI success at Middlebury has become a rather familiar story for the past 18 years under Coach Sheehan. However, a winning season isn't something that just happens, but is instead the result of long hours of work on the practice slopes at the College Snow Bowl.

A year ago Bobo and his team seemed to be bound for an Eastern title with a sweep of the carnival circuit. But the Panthers saw their hopes vanish as Dartmouth posted an impressive win to successfully defend their title.

Out to avenge this loss, Middlebury opened the 1964–65 campaign by winning its second consecutive Dartmouth Carnival title by a half point.

Coach Sheehan started the season with what he called one of his strongest squads in several years. However, by February the picture changed when one of his top three alpine skiers, Peter Ruschp, left school just prior to the Dartmouth competition.

Determined to win despite this setback, Bobo reshuffled his lineup and called on four-event man, Tom Easton, a junior, to fill the gap. He won an eighth place in the giant slalom and third in the jump at Dartmouth playing a key part in the close Panther victory. As was the case during most of the season, Middlebury dominated the alpine events and Dartmouth showed its strength in the cross-country and jump.

Strong performances at Hanover were turned in by Eaton, back from the 1964 Winter Olympics, and Buchika, who has been coming on fast as potential Olympic material. Eaton took the giant slalom, but was upset by teammate Buchika in the slalom.

The following week at the Williams Carnival strong team effort gave Middlebury the team title in the slalom, giant slalom and cross-country for a comfortable five point lead at the end of three events. Dartmouth's showing in the jump, with four men in the top eight, brought the Indians within one-tenth of a point. Only a fine second place finish by Easton in the jump saved the Panthers from a defeat. His performance allowed the Panthers to hang on to a slim 387.0 to 386.9 edge for the Williams Carnival title.

Skiing on home ground at the Middlebury Carnival, the Panthers appeared to be well on their way to continuing their win streak, building a two-point lead at the end of the first day of competition. Middlebury took the team downhill with a sweep of the first three places by Eaton, Buchika, and Easton. Dartmouth won the team cross-country honors.

Middlebury's alpine trio of Eaton, Buchika and Easton took first, second and fourth respectively in the slalom to give the Panthers the team honors and what appeared to be a safe eight-point lead at the three-quarter mark in the meet. However, Dartmouth rallied in the jump Saturday afternoon, to win the Middlebury title with a final score of 383.26 to 381.45 for the Panthers.

A week later the same teams were back at Middlebury for the Eastern Skiing championship when host St. Lawrence was forced because of a lack of snow to move the meet from New York to the Middlebury Snow Bowl. Both alpine events, held the first day because of a threat of rain, were won by Middlebury's Eaton with Buchika runnerup to give the Panthers a six-point lead at the halfway point in the meet. Dartmouth was expected to close the scoring gap by taking the jump by a wide margin, but this never happened. Speck won the jump, and the Indians only managed to chip away two-thirds of a point from the Middlebury lead. Dave Rikert, son of Middlebury College Treasurer Carroll Rikert, Jr., was second for Williams and Easton took third; Swallow, sixth, Dennis Donahue, seventh, and Erle Morse, eighth for Middlebury.

Williams pulled a surprise in the afternoon by taking the cross-country and dropping Dartmouth back of Middlebury to third-place in that event. Unlike meets earlier in the season, there was little doubt about the winner of this one. It was Middlebury 383.93 to Dartmouth's 375.63.

The Panther nordic squad skied its best meet of the year at the Easterns. John Brodhead took second in the cross-country and was second in the nordic combined. Donahue placed sixth in cross-country and Swallow was tenth to preserve the Panther lead. With only Eaton and Swallow due to graduate prospects look good for another fine season next year.

NOT to be forgotten and overshadowed by all the thrills and spills of a championship ski team, was the other Eastern title Middlebury won this year in hockey. The Panther skaters overhauled a front (*Please turn to Cover IV*)

EMMA WILLARD HOUSE

THE ADMISSIONS CENTER

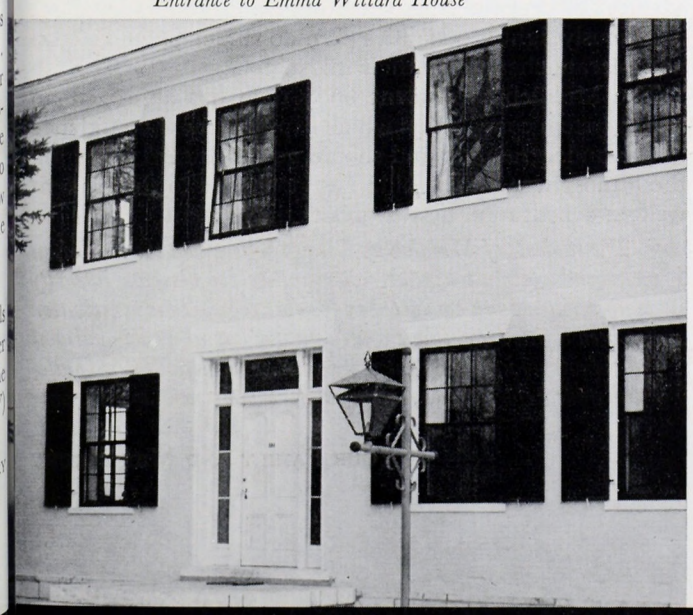
THE ADMISSIONS OFFICE in recent years has outgrown its accommodations in Old Chapel with Director of Admissions Fred Neuberger and his staff interviewing over 3,000 applicants on the campus each year, and dealing with an enormous amount of paper work and personal correspondence leading up to each completed application. For example, there were 13,000 requests for catalogues and information about the College during the 1964–65 academic year, with over a thousand inquiries a month during the height of the season. Most of these requests received personal replies.

Earlier this year a happy suggestion was made, and the College moved the Admission Office to the Emma Willard House after extensive renovation both inside and out had converted this facility to an efficient Admission Center with plenty of space for offices, interviewing and waiting rooms, storage place for records, and adequate parking.

Under the advice and guidance of Mrs. James I. Armstrong, Dean Elizabeth B. Kelly, and Harvey N. Drinkwine, Superintendent of Plant Maintenance and Operation, the renovations were done by employees of the College.

The nine room brick Emma Willard House, constructed in 1811 and adjacent to the lower campus, was used as both a residence and school by Dr. John Willard, a physician, and his wife, Mrs. Emma Hart Willard, who became famous as an educator of women. In 1959 the college purchased the house and with minor modifications it served as Alumni Center and Placement Office for the next five years. These facilities are now located in the Alumni House on the upper campus near Pearsons Hall.

Entrance to Emma Willard House



In the recent restoration, the interior of the building was attractively refurbished, and the exterior brick facing was painted a soft yellow to set off the white Vermont marble used in windowsills and lintels of the house. Removal of a Victorian style porch, installation of green shutters and the addition of old brass lamps all help to restore Colonial atmosphere.

Shortly after building this magnificent dwelling, Dr. Willard ran into financial difficulty. Mrs. Willard, who as Miss Emma Hart came to Middlebury from Berlin, Conn., in 1807 and ran an early female seminary here for two years, decided to operate a boarding school for girls as a source of income.

Mrs. Willard's nearness to Middlebury College, which was not co-educational in the early 1800s, made her aware of the unequal opportunities in educational facilities between the sexes at that time. She started to teach some of the solid learning, forbidden to her sex and was conscious of women's capacity to understand and grasp this higher learning.

When she opened her school in 1814 she had no definite plan or projects for higher education for women. She spent seven years writing her, *Plan For Improving Female Education*, and finally published it in 1818. It became known as the Magna Carta of higher education for women.

Her institution was regarded as one of the first of its kind for the education of teachers. Mrs. Willard's School grew to include 70 pupils at one time and attracted girls from some of the most prominent families in the East.

The interest of the New York legislature in her plan for incorporating and expanding the school and a suggestion that this body might grant financial assistance were the primary motivations for moving the school from Middlebury to Waterford, N.Y., in 1819.

Although, the legislature did pass an act to incorporate the seminary, little financial aid was granted. So when the city of Troy, N.Y. offered Mrs. Willard a building and other advantages she accepted and moved her operation to that city in 1821.

Her school was known for several years as the Troy Female Seminary until it was changed to its present name, Emma Willard School in honor of the founder. Her home and first seminary now stands restored as a memorial to her, on the Middlebury College campus.

CHANGE & PERMANENCE

(*Continued from page 1*)

I say the College purpose *depends* upon the faculty, for a liberal arts college exists for students, everything which has to do with influencing young men and women to want to learn and to want to go on learning. It is the College's responsibility to provide an academic, residential world in which there may be the best kind of interaction between student and teacher—each is supportive of the other—where there is the possibility of a kind of vibrant reciprocity.

This all sounds very serious, and indeed it is meant in all sincerity, for from these first principles follow our views for the future of Middlebury. At this point I cannot refrain from the perspective of a brief quotation from Gertrude Stein.

> "I find education everywhere and in New England it is everywhere, it is thought about everywhere but only in New England is it done as much as it is thought about. And that is saying a very great deal. They do it so much in New England that they even do it more than it is thought about."

We think about education a lot at Middlebury, for it is not an easy task to determine what the ingredients of a liberal arts education should be in the mid-twentieth century. This will have to be hammered out as we adapt our curriculum. New facilities will find their rationale and justification in curriculum planning and not vice versa.

There are three crucial assumptions which should govern these considerations—all lead Middlebury to the "giant step" which she will make in the next three years:

(1) Breadth of curriculum
(2) Teacher availability
(3) Scholarships

(1) First, the College must not lose sight of the importance of breadth in the curriculum. I would rather have a faculty assaulting me to approve more courses, and greater breadth—e.g. shall we move toward Asian studies? Shall we keep abreast of new developments in economic analysis? Shall we pursue the fascinating avenues of interdisciplinary studies? Point: we know we cannot cover everything. What we do teach, we must teach well. But whatever choices we make, whatever adaptations we make, there will be new costs.

Here is a financial glimpse at what has been happening at Middlebury since 1944. It speaks eloquently in its own terms.

OPERATING BUDGET

1944	$ 629,000
1954	2,160,000
1964	4,220,000
(1974)	7,835,000

One is reminded of that old saw that just when you find that you can make ends meet, somebody moves the ends! But that's the way it should be in an educational institution. Middlebury will not choose the easy road of curtailing the range and quality of the educational program, of the curriculum. The cost is high, but the quality both justifies and makes all the difference.

(2) The availability of the teacher to the student—and I mean all teachers from full professor to instructor. I am sure we will find ways to use new teaching devices—electronic equipment, audio and visual. Yet I know no substitute for the way of discourse, of active mind engaged with active mind—teacher and student—both curious, both learners. A favorable teacher-student ratio is costly; it pays large dividends in a residential college.

(3) Finally, I hope we may see the day when our scholarship funds will make it possible for any young person qualified, eager, and selected for admission, to join our ranks. You should know that applications are up 20%—more than 3,000. Of these we will admit about 390. You know of the decision to increase enrollment gradually—under pressure of highly qualified applicants. It will be a small increase in comparison to many other institutions, and we will increase our faculty in proportion to the rise in student enrollment.

To meet these standards, to aim high for the College—indeed to assure her strong survival we have undertaken a major capital campaign, the first across-the-board campaign directed to meet the many different needs of the College.

We are assured of success, I know, for I have watched with great gratification Middlebury alumni-ae volunteers accepting responsibilities in the campaign. The Trustees have given magnificent support—100% have contributed almost three-quarters of a million dollars. If such a small band can do so much, think what a start we have.

I am reminded of the story of the Vermont lady walking home from church. It was a hot day and the sermon had been long. She was asked how she liked the sermon. She answered, "It's a pity that some folk forget to stop digging after they've struck water."

Let me close with a quotation from an article in a recent copy of the *Wall Street Journal.*

> "Paradoxical though it may seem, true freedom comes through commitment—commitment to people, ideas, to causes greater than one's self . . . we are happiest when we are fully used."

We must adapt—we must have new energy, new facilities—but we must also preserve the basic values of liberal learning. We are transient custodians of a cause greater than ourselves—it is the cause of liberal learning at Middlebury—it is a cause fundamental to the freedom of men's mind and the living of life with integrity, intelligence and goodwill.

HONOR CODE AT MIDDLEBURY

(*Continued from page 2*)

sible person may display an unrecognized maturity when given authority, so a dishonest student might respect the trust of the honor system and not deceive his professor. A more pragmatic explanation for the reduced incidence of cheating at schools with honor systems is that there is a stronger deterrent at these institutions. Professors mete out notoriously lighter penalities than do students, who would not tolerate cheaters in their midst.

The Middlebury student body then has approved an honor system constitution which expresses their confidence in the undergraduate and should go far toward changing the atmosphere on the hill. The preamble to the student written constitution best expresses their intent.

> *The students of Middlebury College believe that the individual undergraduate must assume responsibility for his own integrity on all written work conducted in the classroom. This constitution has been written and implemented by students in a community of individuals which values integrity as a way of life. The Middlebury student body, then, declares its commitment to an honor*

system which fosters moral growth and to a code which will not tolerate dishonesty in the college community.

How will it work?

Before enrolling at Middlebury each student must agree to abide by and uphold the honor system. Once an incoming freshman has made this commitment he may take all examinations, pre-announced tests and quizzes free of supervision. Each student will write in full and sign the statement "I have neither given nor received aid on this examination" at the conclusion of each exercise.

An all-student Honor Board shall deal with infractions of the honor system, treating alleged violations in confidence. According to Article III of the constitution:

Individuals observing an infraction of the Honor System should confront the student concerned. If the accused has not reported himself to the Honor Board within 24 hours of the confrontation, the individual with knowledge of the infraction should then submit the case to the Honor Board.

In addition, the Honor System Constitution offers further guarantees for the rights of the accused and provides for annual review and evaluation of the code's operation. After ten years of favorable discussion, then, the Middlebury student body has resolved the many delicate questions of how to implement an academic honor code. During that period a majority of students have repeatedly asserted their confidence in the maturity and integrity of the undergraduate. The vote of 1,001 students on March 1 and 2 testifies to their evident commitment to honesty as a way of life.

The thirty-man honor code committee, which prepared and campaigned for the honor code this year, was able to profit from the combined experience of several earlier student groups. The interest and enthusiasm maintained for ten years, and the support for the proposed constitution indicate that the Honor System is not only wanted at Middlebury, but that the students have the necessary attitude to make it work.

THE CLASSICS AT MIDDLEBURY

(*Continued from page 5*)

have? Art not only can but must stand on its own grounds, artistic grounds. History elucidates art, psychology rephrases in enlightening language the depth of symbolic meaning, sociology describes the activities of humans to turn eternally to clay, paint and words with a fervor. But art is beautiful in itself (or ugly and grotesque) but moving to the viewer or hearer as it was obsessive to the maker. Form, so multifarious and ineluctable, is also in itself aesthetic. Art can be used historically, or as documentation of society, or anthropologically, and with much reason. But there remains a firm area in which art must be art. Poetry, which is always formal to the poet, must be approached, we feel, by more compatible avenues and we are seeking to sense the art of words better by a new, more direct and form-oriented approach. This constitutes the single most important direction the Department has taken.

Q. Do you have any long-range plans for the Classics Department, perhaps plans for new courses?

A. Yes, we hope in the next few years to consider some basic work in Linguistics, which is a new and vital field and leads to various professions from the study of aphasia and dysphasia, in conjunction with psychologists, to research in Automatic Translation. We feel a single term's introduction to archaeology would be valuable, and a year's introduction to Sanskrit to be offered every third year or so might be a worthwhile addition to the curriculum.

Q. Then you reaffirm what you said at the beginning of this interview, that the Classics are in fact alive?

A. Yes, we are quite alive and very very busy.

FREEDOM ON THE CAMPUS

(*Continued from page 7*)

mitment to goals, live intensely and fully in the present. They want many accepted standards changed—right now!—so we encounter rebellion against home, parental pressure, and legal pressure.

Middlebury knows little of the depersonalization of education—classes of 1,000 in lecture halls, with additional hundreds more sitting in rooms watching and listening on closed circuit TV. Veterans recall what they hated most in the military—that they were just numbers. So do students in their mechanized colleges and universities dislike being just numbers. But what unites them today? Not the curriculum, not the huge impersonal, often cell-like structures called dormitories which are used more for sleeping than living!

Our students rebel rightly because often the teaching is poor. If one famed foundation's report were freely translated it would say, "We are asking our educational institutions to cease being research centers, and begin to teach these young men and women. If you are doing nothing more than keeping them from becoming juvenile delinquents, you are unworthy of our financial support!" Many fine young minds are being throttled down when they are ready for through-waysp eeds and outer space.

In a letter to the parents of new students I said, "You have had them for almost two decades, we shall have them for the period of their college course." If I were courageous I would add, "and we'll do the best we can with what you sent us!" Much of the rebellion results from these young people cutting the ties of restraint imposed by some parents, but for others it is rebellion because the college's restrictions are greater than those they knew at home. Little wonder that the Dean of Student is sometimes known as the Director of Wild Life!

Time does not permit consideration of the myriad ways youth seeks to give expression to his freedom by sit ins, sit downs, freedom marches, and demands for a Bill of Rights for their government on campus. All these indicate the move toward greater freedom, much more than the educator who said, "The only right a student has as a student, is the right to receive the best education that college can give." Once it was true that students accepted the decisions of committees, boards and deans but now they ask when the verdict is rendered, "To whom may I (or we) appeal?" and we must not forget that this rebellion

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and cry for freedom is a global matter. Latin America, Africa, Asia, the Near East, and the Far East are now, and have been, areas where youth is in revolt.

In no area does it come into sharper focus than in the area of morals and ethics and particularly explosive in the area of sex-morality. Dr. Robert Fitch, Dean of the Pacific School of Religion, Berkeley, California, suggests some basics for a code for sexual morality in an article in the *Christian Century*, October 7, 1964, and highlighted in *Time* magazine a week later. In brief, he says, "Either you control sex, or it controls you." It may control students by forcing them into unplanned parenthood and into a marriage they don't want and a job they were not ready to take. It may start in the free choice of individuals but the outcome is social. It becomes society's concern. Sex is for persons. The real evil is the effort to depersonalize sex.

So we witness youth's search for freedom, knowing that a free man is more than a freed-man. If it is true that "Stone walls do not a prison make, nor iron bars a cage," it is equally true that the removal of such restrictions does not insure freedom. Hocking of Harvard pointed out some years ago, "Other creatures Nature could largely finish; the human creature must finish himself."

We believe we must preserve in the life outside the classroom the creative, imaginative, and inquisitive spirit which youth possesses. We know, as do they, that it must be disciplined by a respect for truth and a belief in the intrinsic worth of all individuals. We want them to learn, as we are sure you do, to treat their fellow men with dignity and respect. To achieve this we grant them in most instances much more freedom then they have ever before known.

SPORTS

(*Continued from page 10*)

running Norwich University squad and then defeated the Cadets in one of the final games of the season to capture the small college New England hockey title.

Middlebury was 12–2 in ECAC Division II play and posted a good 14–8 overall record, winning the last five consecutive contests of the season. The Panthers scored 81 goals against division rivals while allowing only 38 goals, and wound up in a tie with Dartmouth for eighth place in New England among all colleges and universities.

Middlebury started off the season on a winning note with a 7–5 win over Canadian Military Academy. The Panthers were edged 4–3 in an overtime game with Princeton and bowed to Army, but defeated Merrimack and Bowdoin before entering the holiday tournament at Lake Placid, N.Y. Middlebury defeated Bowdoin and lost to Norwich to take second place honors.

Coach Forbes' team started off the new year with a pair of wins over Colgate and AIC before losing to Dartmouth by a 11–3 score, the worst loss of the season. Panther skaters bounced back with a 12–1 victory over Connecticut and then lost two straight games to R.P.I. and Norwich.

Another pair of wins followed over Amherst and Hamilton. In a second game with Dartmouth, the Panthers forced the Indians to go all out in the final minutes of the game to break a tie and pull out a 5–3 win. The final loss of the season was a 4–3 overtime defeat at the hands of a strong Northeastern team. The Middlebury skaters closed out the campaign with consecutive victories over Williams, Vermont, New Hampshire, Norwich and Hamilton.

Co-Capt. Tim Carey led the team in scoring with 16 goals and 15 assists for a total of 31 points in 22 games. Second place honors went to John Buffum, a talented junior, who scored 10 goals and made 14 assists for a total of 24 points in only 14 games.

In addition to other honors, Middlebury also finished the season with the top goalie in Division II. Sophomore Pete Brown allowed only 3.7 goals per game and made 541 stops in the 22 games he worked.

AFTER a slow start, the basketball team started gaining momentum in the last half of the season posting three of its five wins of the season and coming close to winning three other contests. Although, the 5–15 mark of the hoopsters doesn't compare with the other winter teams, the season had its bright spots.

Middlebury basketball fans showed a new enthusiasm in the game as they witnessed home court victories over Norwich, 75–73, or R.P.I., 68–63, or even the losses to MIT, 62–61; Vermont, 69–65, and Amherst, 64–61. Other wins were over Sir George Williams, 82–56; CMR, 80–50, and Loyola of Montreal, 79–64.

Capt. Pete Karlson, a senior, led the team in scoring. He tossed in a total of 300 points in 18 games for an average of 16.7 points per game. His output was a quarter of the total scored by the entire Middlebury team.

The big surprise of the season was sophomore Pete Roby. In nine games he scored 141 points for an average of 15.7 points per contest and fourth place in individual scoring. He had a .400 average from the floor and .428 from the foul line and snagged 85 rebounds.

Coach Alaimo looks for a better season next year citing the progressive improvement of the team in the last part of the past campaign. He has veterans such as Charles Ladd, Rick Myatt, Roby, Dave Nicholson, Karl Lindholm, Gary Margolis and Rich Roller to use as a nucleus to which he can add freshman prospects Dave Severance, Dave Vanier, Robert Deitz and Al Jaretzki.